

CHAPTER 2:

BEFORE MOBILITY





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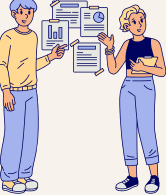
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INTRODUCTION TO CHAPTER 2:

Before Mobility

Chapter 2 of the P.R.I.M.E. handbook focuses on the stage of the project cycle which begins once your project has been approved and continues up to the moment your participant leaves home to begin their mobility experience.

Project Application & Management	Before Mobility	During Mobility	After Mobility
 Chapter 1	 Chapter 2	 Chapter 3	 Chapter 4

In this chapter, you will find useful information, good practices, and tips on how to implement your inclusive mobility project for participants with intellectual disabilities (PWIDs), as well as what to prepare for the mobility in advance, right up until the moment your participant starts their journey.

Please note that this is not a general training guide on preparing for a mobility project, but it is an additional guide providing information and experience on how to make the preparation more inclusive for PWID.



Once your project is approved, you will receive the communication from your National Agency, the Convention to sign, and access to the Beneficiary Module (the management platform provided by the EU programmes).

Further steps included in this chapter are:

- what to prepare between the Hosting and the Sending Organisation,
- how to select your participants,
- how to select your accompanying person,
- how to conduct pre-departure preparation.

SENDING AND HOSTING ORGANISATION: WHAT TO KEEP IN MIND AND PREPARE

PARTNERSHIP

In mobility projects involving PWIDs, it is important to establish a strong partnership between the Sending and Hosting Organisations. If you did not identify your partner at the application stage, it is vital to dedicate adequate time to building the partnership during the first stage of your approved project. Check the tips in Chapter 1.

In any mobility project, particularly those involving individuals with diverse needs, clearly defining and sharing responsibilities between the sending and hosting organisations is critical. This clarity fosters effective collaboration, ensures accountability, and contributes significantly to the overall success of the project.

Clearly defined responsibilities help establish mutual expectations between both the sending and hosting organisations. When both parties understand their roles, the potential risks of misunderstandings and miscommunication are minimised. This alignment is crucial for the smooth execution of the mobility project, since it lays a solid foundation for collaboration and interaction throughout the process.

A well-structured division of responsibilities creates a framework for accountability. When each organisation understands its specific duties, it becomes easier to track progress and evaluate outcomes. This accountability encourages both organisations to take ownership of their tasks, ensuring that all aspects of the project are managed effectively. In the context of supporting individuals with disabilities, this accountability can directly impact the quality of support and resources provided, thereby enhancing the overall experience.

The key responsibilities typically shared between sending and hosting organisations include:



→Participant Support: Both organisations should coordinate to provide the necessary support for participants, ensuring their well-being and successful integration into the new environment.



→Accessibility: It is essential to ensure that both the physical and social environments are accessible. This includes identifying and implementing any necessary adaptations and resources to facilitate inclusion.



→Safety and Well-being: Each organisation must establish clear protocols to ensure participants' safety, including emergency procedures and ongoing risk assessments.



→Communication and Information Sharing: Maintaining open and consistent lines of communication is vital for the effective sharing of information regarding participants' needs and project developments. Regular updates and discussions can help prevent potential issues.



→Evaluation and Feedback: Both organisations should collaborate when evaluating the project outcomes. Collecting feedback from participants helps identify areas for improvement, serving as valuable information for future projects.



GOOD PRACTICE

Here you can find an example of a participant's pre-departure checklist, created within the 'Make It Happen' Project.

The sharing of responsibilities is not merely a logistical necessity but a fundamental aspect of fostering an inclusive environment. When organisations work harmoniously together, they create a supportive ecosystem that enhances both the learning and social experiences of the participants. This collaboration is particularly vital in mobility projects aimed at integrating individuals with disabilities, as it ensures that their unique needs are met in a comprehensive and empathetic manner.

In summary, the explicit definition and distribution of responsibilities between sending and hosting organisations play a pivotal role in the success of mobility projects. By enhancing clarity, promoting accountability, and ensuring effective support for participants, organisations can create a positive impact that resonates throughout and extends beyond the project itself.

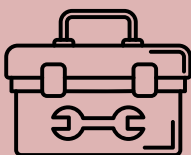
Partnership Agreement

The importance of this document was already addressed in CHAPTER 1.

While you are not obliged to create a Partnership Agreement, it is strongly recommended by the National Agency. Such an agreement can reinforce the commitments made between organisations, while also safeguarding the well-being and protection of the participants.

You may refer to the Learning Agreement or the Volunteering Agreement as a basis for developing your Partnership Agreement (see the relevant section below).

Nevertheless, there are some key factors to consider when creating the Partnership Agreement.



Please check:

[Example of the distribution of responsibilities between sending and receiving organisations before a PWID mobility project](#)

[Example of the Partnership Agreement](#)

PREPARATORY VISIT

One of the inclusion measures available when involving participants with fewer opportunities is the PREPARATORY VISIT.

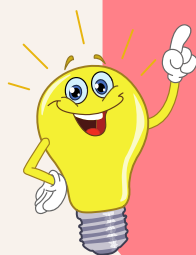
The preparatory visit is a crucial part of organising successful mobility programmes, especially when the participants include individuals with intellectual disabilities (PWID). These visits are designed to allow the sending and hosting organisations to collaboratively plan and address the specific needs of participants before the actual mobility takes place. Preparatory visits provide an opportunity for representatives from both the sending and hosting organisations to familiarise themselves with the local environment, living conditions, and available resources, ensuring that the mobility programme runs smoothly and efficiently.



By addressing participants' specific requirements, strengthening partnerships, and ensuring that all logistical and administrative details are managed in advance, the preparatory visit significantly reduces potential challenges during the mobility period. These visits also enable the creation of a tailored, inclusive, and accessible programme while establishing strong support systems for participants. This comprehensive preparation ensures that participants are able to thrive in an international environment, fully benefiting from the learning experience and personal growth opportunities that mobility programmes provide.

You can carry out the **preparatory visit** either before or after the selection of participants.

If you do it **before** selection, this allows you to see what the Hosting Organisation can offer in terms of activities, programmes, and logistics. Then, when selecting participants, you can clearly explain what they can expect from the programme and better match the opportunities available with the participants' needs and expectations.



If you conduct the visit **after** selecting your participants, you can review their profiles together with your partner and make all the necessary adaptations and arrangements for the best possible hosting experience. Knowing the participants' needs in advance allows you and your partner to adapt activities, programmes, logistics, accommodation, and more.

The Importance of the Preparatory Visit



→ Addressing Specific Needs of Participants

Participants with intellectual disabilities (PWID) often require additional support and personalised strategies to fully benefit from mobility experiences. Preparatory visits allow the sending organisation to evaluate whether the host environment can accommodate the specific needs of their participants. This includes reviewing the suitability of accommodation, transportation, local facilities, and support services.

The ability to identify potential challenges in advance minimises risks and ensures that participants receive the necessary care and support during their stay. This preparation leads to a more enriching and positive experience for the participants and reduces stress for both the sending and hosting organisations.



→ Building Relationships and Strengthening Partnerships

Preparatory visits play an important role in fostering trust and effective communication between the sending and hosting organisations. For new partnerships, these visits provide an opportunity to establish a shared understanding of the project's goals, methods, and expectations.

Face-to-face meetings are invaluable for clarifying roles, discussing logistical concerns, and ensuring that the hosting organisation understands the specific needs of the participants. Stronger relationships built during the preparatory visit create a more cohesive and collaborative environment, which is essential when working with vulnerable groups, as it reinforces a shared commitment towards the participants' well-being.



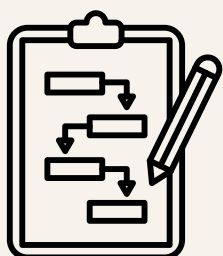
Key Aspects to Address in Preparatory Visits



→ Understanding the Host Organisation and Environment

A primary goal during a preparatory visit is to familiarise the sending organisation with the hosting organisation's facilities, staff, and operational processes. Meeting key personnel, such as coordinators, mentors, and tutors, is critical for building the network that will support the participants during their mobility.

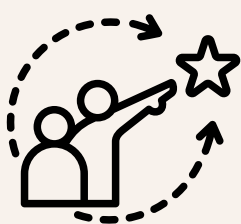
Additionally, visiting accommodation and other facilities is vital for assessing whether they meet the needs of PWIDs. Ensuring that participants will have access to a safe, comfortable, and accessible environment contributes to their success during the mobility programme.



→ Customising the Mobility Programme for Special Needs

Each participant's mobility experience must be tailored to their specific needs, particularly for those with intellectual disabilities. During the preparatory visit, representatives discuss detailed profiles of the participants, identifying areas where additional support or modifications may be needed. This may involve adjusting schedules, activities, or learning objectives to ensure that the programme is inclusive and accessible to all.

Furthermore, strategies for monitoring and supporting participants' progress are also discussed during the preparatory visit. By considering individual needs in advance, organisations can ensure that the mobility experience is both educational and empowering for the participants.



→ Establishing Methods for Reinforced Mentoring and Support

PWIDs often benefit from reinforced mentoring, which provides more frequent check-ins, emotional support, and close monitoring of their progress. Preparatory visits offer the opportunity to establish clear frameworks for this type of mentoring, including the tools and methods to be used for evaluation and feedback throughout the mobility.

Effective mentoring helps participants navigate challenges, build confidence, and make the most of their learning experience. By setting up these support structures in advance, both the sending and hosting organisations can ensure that participants are well-supported throughout their stay. One important method of supporting PWID is to use documents in easy-to-read language. Please check the dedicated section in this Handbook.



→ Addressing Administrative and Bureaucratic Requirements

Preparatory visits also serve as an opportunity to handle all necessary administrative and bureaucratic matters related to the mobility programme. This includes finalising partnership agreements, verifying the accuracy of participants' documentation, and ensuring that legal and logistical requirements are met.

Having these processes completed during the preparatory visit ensures that both organisations are aligned and reduces the risk of complications during the actual mobility. A smooth administrative process allows the focus to remain on the participants' learning and personal development, rather than on paperwork or logistical delays.

Key Aspects to Address in Preparatory Visits

Before starting any mobility (including the preparatory visit), it is good practice to send an Info Pack to the participants.

This should be a personalised document, and you should keep the target group of this activity in mind.

PR.I.M.E. provides some tips and a list of the information to include in the Info Pack for the preparatory visit:

- **PROJECT:** explanation, aims, partners/participants involved in the project.
- **DESCRIPTION of the Preparatory Visit:** its purpose and aim.
- **PARTICIPANTS:** one or more partners participating in the preparatory visit. Note that it is good practice to organise a preparatory visit with several partners, if the project considers having more than one participant living the experience together. This can also be a good way to reinforce and create new partnerships.
- **LOGISTICS:** how to arrive at the venue.
- **ACCOMMODATION:** conditions,
- **MEALS:** what meals are provided.
- **PROGRAMME of the Preparatory Visit:** (see detailed below),
- **What to BRING:** personal items, preparation information (including details about the participants' profiles, the organisation, etc.), required documents (including signed agreements and other documents), travel documentation (for reimbursement).



PROGRAMME OF PREPARATORY VISIT

The Programme of the preparatory visit is, of course, personalised. PR.I.M.E.'s experience offers some useful tips on important points to include:

- Presentation of each organisation involved, ideally including a Partnership-Building Activity
- Presentation of the Hosting Organisation, including its mission, vision, values
- Visit the service and/or activity locations
- Meet the key people involved (mentors, tutors, users, other participants, and others)
- Visit the planned accommodation for future participants to check the conditions, amenities and suitability according to their needs
- Review participants' profiles and needs to establish inclusion measures together and adapt the programme, activities and other requirements
- Explore the local context to understand the environment and whether it aligns with the PWIDs needs and abilities



GOOD PRACTICE:

[Here you can watch a short video from a preparatory visit](#) (previously known as Advanced Planning Visit) of a European Voluntary Service Project (now the ESC), held in Italy in 2018.



[Watch Story](#)



SELECTION OF PARTICIPANTS

Whether you carry out the preparatory visit before or after selecting your participants, this is a key process in your project.

Call and Application Form

Depending on the type of mobility project and your organisation's rules and procedures, you may need to publicly announce an open call for applications.

When preparing the call and application form, keep in mind that if we want to promote accessibility to European mobility projects, we must create conditions for active and accessible participation of PWID from the very beginning of the project.

Whether you create a CALL FOR PARTICIPANTS in the form of an official announcement or a simple advertisement, you must include the following information:

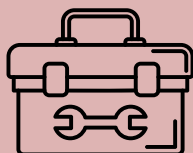
- the project and its aims
- participation requirements
- destinations
- participant profiles
- financial aspects
- selection procedures,
- contact details of the person in charge of the project, in case further information is needed

Try to write this document in a simple and clear way. You may consider creating the document in an easy-to-read format.



Be sure to clearly define the selection criteria and ensure transparency of the procedure. It is also important to discuss the criteria and underlying reasoning with the host organisation, so they understand the basis on which the selection took place and can prepare accordingly.

You will then need to prepare an **APPLICATION FORM** requesting the candidate's information. **Try to make this document as simple as possible, using visuals and easy-to-read language where appropriate.**



Here you can find an example of an [Application form for a VET mobility](#), and an [Application Form for an ESC experience](#).

Ensure that your call for participants reaches the project target group, whether internal or external to your organisation. If you want to reach possible candidates outside your organisation, ensure that your advertisement is addressed to the relevant stakeholders, for example, NGOs working with PWID, umbrella associations representing people with disabilities, schools, parents' associations and others.



During the open call period, you may also organise an information meeting (online or face-to-face), or an info-day event aimed at all potential candidates and stakeholders. It may be helpful to invite former participants and their families to share their experiences, either as **testimonials** or through **storytelling**, videos, or presentations from previous experiences involving participants with intellectual disabilities.

If, in your project application, you requested **Inclusion Support Budget** and/or **Exceptional Costs** necessary for the mobility of participants, it is advisable that you also ask candidates to provide some medical documents related to their disability, to serve as supporting evidence justifying the related costs. However, since you are dealing with sensitive data, be sure to include a consent form to request consent for the processing of personal and sensitive data, in accordance with privacy policy regulations.



NOTE:

The documentation required to prove the participant's 'fewer opportunities' status depends on each National Agency and national privacy laws. We recommend contacting your National Agency at the beginning of the project to clarify which types of documents are needed.

Interviews

Interviewing candidates with intellectual disabilities can seem challenging, particularly if you are unfamiliar with the person and the nature of their disability.









If you have received medical documentation describing the type of disability, along with the rest of the application documents, you may read it to gain a general understanding of the candidate's profile and possible cognitive level. This can help you adapt the interview accordingly.

However, always remember to focus on the individual and their **abilities**, not the disability!









Pre-Departure communication is important: Participant Luca expressing how he feels before the mobility

It may be helpful to follow some of the advice^[1] below:

-  Before the interview, check whether the candidate also has any physical disabilities. If so, take the necessary steps to ensure that the interview location is accessible.
-  In the case of a deaf or non-verbal candidate, request the support of an interpreter if you do not know sign language.
-  Choose a quiet location; a noisy environment could make it difficult for the candidate to hear and/or focus.
-  If conducting an online interview, ensure that the candidate is equipped with and has access to the necessary digital tools.
-  Make the candidate feel relaxed and welcome.
-  Focus on the candidate as a person, not on the disability.
-  Ask simple questions, using easily understandable language, but do not talk down to them or treat the candidate as a child.
-  Avoid asking direct questions about their disability.

Check our training on ['Disability and How to Communicate with PWID'](#) for more guidance.

What You Could Ask:

-  Focus your questions on understanding the candidates' professional and/or educational background, skills, abilities, experiences, and interests.
-  Ask about their strengths and weaknesses.
-  Ask about their motivations and expectations regarding the project.
-  Ask about their hopes regarding the mobility experience: what they would like to learn and do. For example, the type of job and tasks for a VET mobility, or the kind of volunteering activities, for an ESC mobility.
-  Include some questions about their daily life to assess the level of autonomy. For example, if they are used to taking public transport, cooking meals and other independent activities.
-  Try to understand what interests, hobbies, and activities they enjoy.

^[1] Sources: <https://www.mcgill.ca/equity/article/accommodating-candidates-disabilities-during-interviews>

<https://www.dol.gov/agencies/odep/publications/fact-sheets/focus-on-ability-interviewing-applicants-with-disabilities>



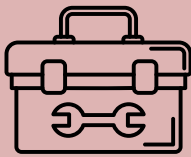
Remember, the participant is an **individual**, not their disability. Do not focus on what you know about the type of disability, but rather focus on understanding the participant's interests, needs, characteristics...

Do not assume you know the participant's needs related to their disability. The first rule is always to **ASK!**

Candidate's Profile

Once you have conducted the interview, it is also important to gather information about the candidate from people who know them very well, such as parents, teachers (particularly special support teachers), social workers, personal assistants, and educators. This will help you build a complete and more accurate profile of the candidate.

Of course, this information should be shared with the hosting organisation. Firstly, to verify if they are able to meet the candidate's needs and learning goals and, if so, to build an appropriate mobility experience based on the candidate's interests, strengths, and learning goals.

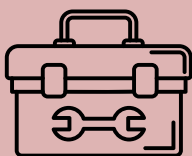


A useful supporting document is the MOBILITY SUPPORT PLAN from Make it Happen. This document helps organisations to get to know the participant better and develop a strategy or plan to effectively support their needs.

Naturally, you will already have a clear understanding of candidates belonging to your organisation, and may be able to select candidates who you consider most suitable for your mobility projects, in general, or for certain destinations and related activities.

It is important to match the candidate's profile with the most appropriate destination in terms of the host organisation and activities offered. This is why the preparatory visit, or any other opportunities to visit the hosting partner, are so valuable.

You may also define some priority criteria. For example, consider whether this is the last opportunity for the candidate to participate due to age restrictions or, in the case of VET mobilities, if the candidate is approaching the 12-month limit following the completion of their diploma.

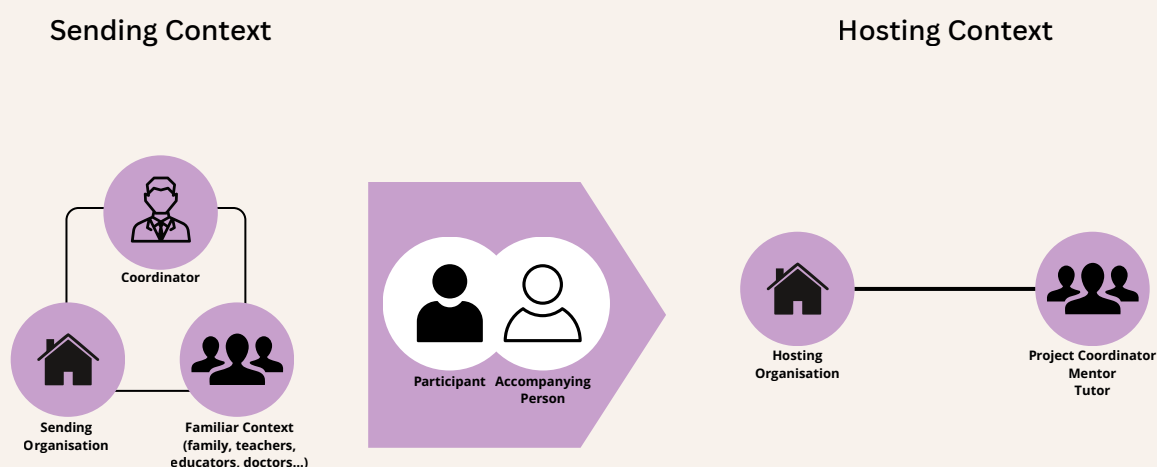


USEFUL TOOLS and **GOOD EXAMPLES** to during the selection process of participants with intellectual disabilities:

- Questionnaire for participants (ETR) - example for volunteers
- Advice for Interviewing applicants with disabilities
- Advice on accommodating candidates with disabilities during an interview
- Examples of interview questions

Participant's Support Network

After selecting your participant, it is important to keep the SUPPORT NETWORK you will be working with in mind.



The Support Network is essential to ensure a positive and well-rounded experience for the individuals involved. This network forms a collaborative support system, ensuring that the PWID has access to the resources and assistance they need to succeed in the programme while feeling safe and valued. It consists of:

- **Sending Organisation** – provides preparation, guidance, and ongoing support before and during the mobility. It also acts as a primary point of contact for the PWID and the accompanying person.
- **Family** – plays a crucial role in helping the individual transition during mobility. They offer emotional support and a sense of continuity, helping the PWID feel connected to their home environment.
- **Accompanying Person (AP)** serves as a trusted guide and advocate for the PWID throughout the experience. The AP provides practical assistance and reassurance in new or challenging situations.
- **Hosting Organisation** – includes key members such as the **Project Coordinator, Mentor, and Tutor** (see chapter 3). Together, they create a welcoming and structured environment. They offer personal guidance, help the PWID adapt to the new setting and support skill-building and educational aspects of the project

In Chapter 3, we will take a closer look at three main figures: Mentor, Tutor and Coordinator.

For now, we will focus on one of the most important support figures for the success of a PWID's mobility experience: the ACCOMPANYING PERSON.

We have chosen to dedicate a significant section to this indispensable figure in the P.R.I.M.E. Handbook.

ACCOMPANYING PERSON

An accompanying person (AP), as defined by the Erasmus+ guide, is a person who accompanies participants in a mobility activity to ensure their safety, provide support and assistance, as well as assist with the participant's effective learning during the mobility experience. In individual activities, an AP may accompany participants with fewer opportunities or minors and youngsters with little experience outside their own country. In case of group activities in the field of education and training, qualified education staff must accompany the group to facilitate the learning process.



When it comes to participants with intellectual disabilities (PWIDs), the AP is crucial for the success of the experience. For this reason, selecting the right person, although not always easy, is very important.

There is no rule on who should find the AP. Suggestions may come from the sending organisation, the day centre the participant attends, the participant or the family themselves. Some organisations choose to rely on the participant and their family to find someone the participant is already familiar with. Others prefer to recruit someone external who is interested in the project.

There are no formal rules about who the AP should be. Depending on the target group and nature of your organisation, they could be a teacher, professional educator, youth worker, a peer relative (such as a cousin or sibling) or a friend. However, it is generally not advisable that the AP is one of the participant's parents, as the mobility should also be an experience to gain some degree of autonomy.

The choice of AP should also take the participant's type of disabilities and their level of autonomy into consideration, as well as a thorough understanding of their learning needs and abilities. Once you have selected the participant and defined the details of the mobility, you will search for and select a suitable AP. Someone willing and motivated to participate in a transnational mobility project to improve their professional and/or personal skills. It is crucial to keep in mind that dealing with PWIDs requires a profound understanding of their unique learning needs and abilities.

The following sub-chapter will help guide you to select suitable AP profiles based on specific criteria and a description of their missions and roles.

What is an accompanying person?

To select the most suitable person to accompany a participant with intellectual disabilities (PWID), it is essential to first understand what is expected of this individual.

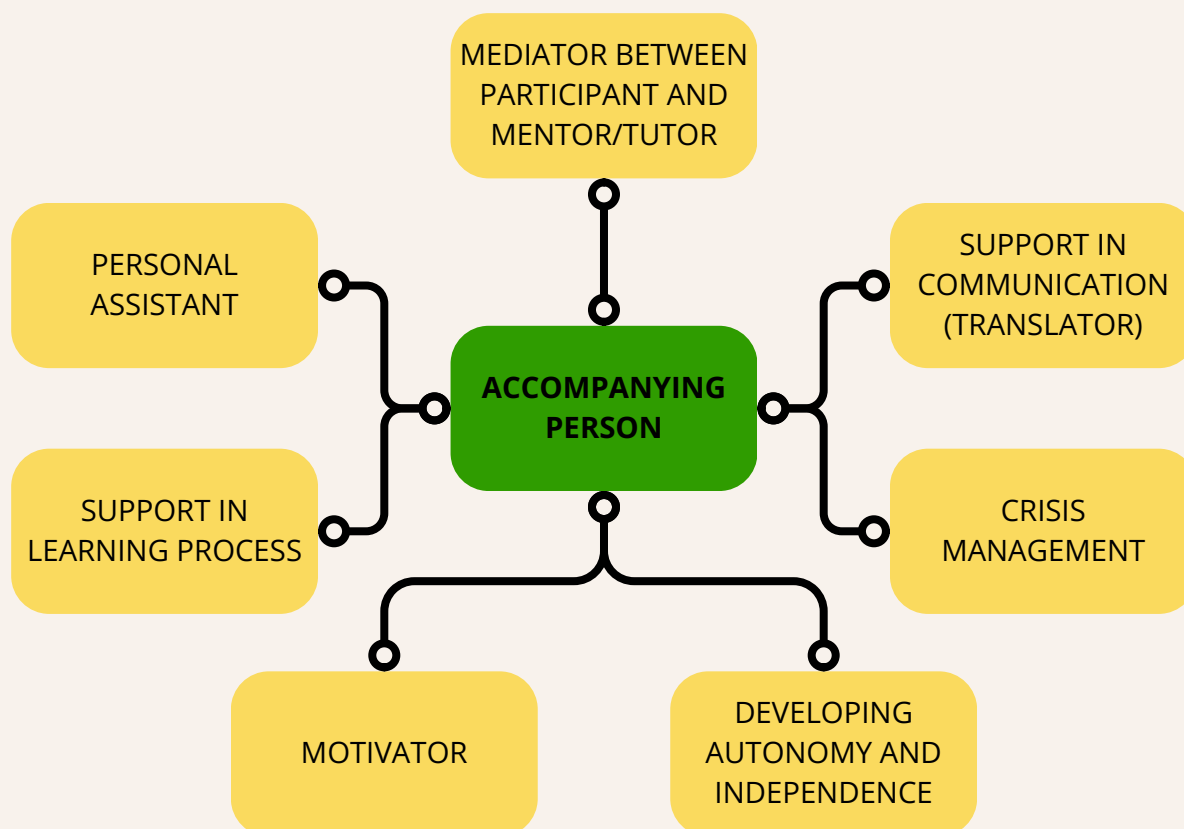
The accompanying person (AP) of a PWID in a mobility project is **not** simply a personal assistant.

The **PERSONAL ASSISTANT** provides tailored support to individuals with disabilities (physical, mental, or cognitive) to help them carry out daily tasks and live independently. This support may include assistance with activities such as personal care (for example, bathing, dressing, eating), mobility, household chores, transportation, communication, and accessing public services. The personal assistant is expected to provide support when the participant is unable to act independently.

In contrast, the help offered by the **ACCOMPANYING PERSON** should be agreed upon by the AP and the participant, and when necessary and appropriate, their family. Furthermore, the AP's role is not to replace but to **promote** the participant's independence and autonomy by supporting their development of the competences and abilities for autonomy.

In many cases, the AP involved in a mobility project can have common characteristics with an EDUCATOR or JOB COACH; depending on the type of project activities (VET internship, ESC volunteering, or others), your selection should prioritise characteristics accordingly.

The AP should support the participant with the activity on location. Assisting with task completion where necessary, supporting their understanding of what is required and encouraging the learning and development of their skills. The AP's goal is to support the participant's learning process and promote their development and autonomy.



The accompanying person's mission and role






Depending on the context (volunteering, traineeship, youth exchange, or other types of mobility), the AP's mission and role will vary.

It is important to clarify expectations before the mobility, such as what is required from the AP, what responsibilities will be shared and what support will be provided. Clear communication is key, especially between the AP and the participant.

Below are some general indicative aspects for the role of AP, which you may consider. These aspects are to be adapted according to the type of activity and to the participant's specific needs.

Before the mobility:



-  If not yet the case, get to know the participant very well. Understand their needs, establish a relationship based on trust and together agree on the expected level of support and autonomy.
-  Identify participants' skills and interests: Once you get to know the participant and have built trust, you can engage in open conversations to explore their interests, hobbies, and other activities they enjoy. This trust-based relationship will help when filling out the Support Mobility plan. This assesses cognitive abilities, communication, problem-solving, motor and social skills, and includes vocational skills acquired through previous experiences or training.
-  Prepare the participant for the mobility experience, together with the sending organisation. This includes being present for all preparatory meetings, supporting and organising cultural or linguistic preparation sessions, promoting an open, positive mindset and more.
-  Support stress management and self-care. This may include introducing tension-release techniques such as breathing and relaxation exercises, and helping PWIDs to develop other techniques to manage stress and emotions effectively. Encouraging the implementation of these techniques even before the experience.
-  Support with all logistical arrangements and preparation, where necessary. Such as travel arrangements, packing the luggage, documentation and others. However, the participants should be involved in organisational and logistical preparation, planning activities related to their stay abroad to continue building trust, strengthening the relationship, and encouraging their autonomy.

During the mobility:



Communicate effectively with other key figures such as the project coordinator, mentor or tutor, and others involved. Regular communication ensures a supportive environment for the participant.



At the activity location:

- Foster a collaborative atmosphere and build team spirit.
- Inform staff and tutors about tools and techniques to welcome the PWID.
- Set targets and rewards for achieving work-related challenges.
- Recognise both technical and soft skills; define a target and reward when completing a challenge at work.
- Accompany the participant to the activity location.
- Ensure inclusion in all phases of the experience.



Support integration at the activity location



Assist both the participant and the tutor, particularly at the beginning, to facilitate team integration and accompany the participant during the activities or at the workplace.

- Act as a mediator: advise participants and inform tutors and staff about workplace adaptations and inclusion practices.
- Provide the participant with feedback to reassure and motivate them.
- Gradually reduce the level of support as the participant gains independence, intervening only upon request.



Organise tasks and priorities:

- Ensure the safety of participants by anticipating and preventing risks.
- Work with the participant and, if possible, the tutor, clearly define the participant's tasks and goals.
- Support cultural integration by mediating during intercultural activities, explaining cultural differences, and suggesting ways to overcome challenges.
- Provide emotional support, offering reassurance and advice for handling challenges.



Coordinate effectively:

- Serve as a link between the sending and hosting organisations and the participants to streamline communication.
- Ensure participant safety by anticipating and mitigating risks.
- Be available to address doubts, requests, and feedback.



Define an action plan:

- Break down the work activities into clear, achievable tasks.

After the mobility:



Evaluate the experience:

Analyse and reflect on any difficulties the participants encountered using tools like the Support Mobility Plan, among others.




Organise feedback workshops:

Create opportunities for participants to share and reflect on their experiences.

Some criteria to select your accompanying person

Now that what is expected from the accompanying person (AP) is clear, you can start the selection process for finding a suitable person who is willing and able to contribute to your project by accompanying the participant.

Here is a suggested ID profile of an AP with some criteria for the selection:

	<p>TASKS:</p> <ul style="list-style-type: none"> • Support with personal care and personal assistance • Mediate between the participant and others • Support in the learning process • Motivate the participant and encourage autonomy and independence • Crisis management and emotional management • Facilitate communication when necessary 	
<p>COMPETENCES</p>		
<p>SKILLS</p> <ul style="list-style-type: none"> • Be able to assist in daily care • Communication and interpersonal skills • Educational and pedagogical skills and methods • Motivational skills • Problem-solving skills • Teamwork and effective group communication • Basic computer skills 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Understanding of daily care and disability • Fluent in English or the language of the destination country • Familiarity with EU programme aims and non-formal education • Emergency protocols, health issues and medicines of the participant • Basic awareness of the destination country and culture 	<p>ATTITUDES</p> <ul style="list-style-type: none"> • Build a trust-based relationship with the participant • Willingness to assist with personal care • Flexibility and adaptability • Patience • Clear and straightforward communication • Personal motivation • Put the participant's interests and needs first • Problem-solving and positive attitude • Empathy • Willingness to travel abroad

Other useful (not mandatory) criteria:



- Previous experiences, for example with (national or international) mobilities involving PWIDs, organisational skills or familiarity with the destination.
- Compatibility of these temporary additional tasks with the person's regular duties (such as if the AP is a full-time teacher or educator).
- Compatibility with personal responsibilities and tasks (such as family and children).
- A social or vocational education qualification is appreciated. Such as social pedagogy, work educator, occupational therapist or similar positions.
- Preferably professionals in care sectors, inclusion and integration structures, public employment services, social welfare facilities, specialised associations, medical institutions, or educational settings.
- Experience with workplace inclusion.
- Sensitivity towards the expectations, values, and rules of the organisation (if the mobility involves a work placement), and to consider its learning and development requirements.
- A person-centred approach by implementing person-centred planning.
- Knowledge and application of Behaviour Analysis: ability to break down complex tasks into smaller, manageable steps using positive reinforcement to encourage and strengthen participant skills.
- Knowledge of the specific sector of activity, work techniques, requirements in terms of hygiene, pace of work, safety procedures, and resources available.
- Knowledge of the employment market, job offers, networks, including inclusion networks
- Ability to recognise social cues: use clear language and visuals to provide individuals with guidelines for understanding and navigating social interactions, as well as comprehending social expectations



As an organisation, you can personalise the accompanying person's ID Card and ask them to fill out and mark the competences for evaluation during the application.

Difficulty in finding accompanying person

One of the results of the [Needs Analysis Report](#) is the significant challenge in finding a suitable AP for PWIDs.

As previously stated, there is no single ideal or perfect profile for the AP; however, you could engage candidates according to their characteristics. Here we outline some pros and cons of choosing a professional or volunteer as the AP.

PROFESSIONAL: (an educator, staff from your organisation, etc.)	VOLUNTEER: (a relative, friend, volunteer, etc.)
+ Knowledge about disabilities	Likely to know the participant well +
+ Experience working with people with disabilities	Motivation might be greater as a volunteer +
+ Professional approach	If they are a peer, the exchange of the experience can be richer for the participant, due to greater relatability +
+ Professional development: the experience can be a good opportunity for them to observe working methods in another country	As a volunteer, they might have more availability and fewer time constraints +
- Limited availability, due to their personal and professional commitments	As a volunteer, they might not expect financial remuneration +
- Work replacement might be necessary while they are away	Less experience in the general field of disability -
- Legal concern since some countries have limits on hours worked per day	Their approach may be less professional. They might approach the experience as another participant -
- Financial remuneration: your organisation might need to cover costs when working extra hours	



NOTE:

For **financial compensation of the accompanying person**, you may request additional costs in your project budget (see CHAPTER 1). However, remember that you will need to present proof of payment, receipts and related invoices to justify these expenses.

As established, finding a suitable AP should be highly personalised towards the participant's needs, and there is no easy solution for finding this person. Although PR.I.M.E. is not a guide specifically targeted at how to find the AP, we can share some good practices that may be useful in your country or context.



VET trainees with accompanying persons, their teachers



Remember: Avoid selecting PARENTS as an accompanying person, since one of the goals is to allow the participant to develop their autonomy and independence in a different context than the familiar one

PROFESSIONALS: These may be educators or staff from your organisation (if the participant is one of your members), staff from other organisations, day centres or special education teachers, especially those already familiar with the participant.

Remember to provide training regarding project objectives and EU programmes' goals.

PEERS, STUDENTS and FORMER PARTICIPANTS: If the participant and their family agree, a friend or former schoolmate can be the accompanying person. Furthermore, proposing this experience to university students in the educational field or even former project participants who are interested in playing a supportive role may be an option.

Remember to organise meetings and activities to reinforce their relationship before the mobility.



GOOD PRACTICE Example: BEST BUDDIES PROJECT

Best Buddies International is a global volunteer movement. Polish PR.I.M.E. partner PSONI Gdańsk also developed this project in their local community.

The programme creates opportunities to build one-to-one friendships between people with intellectual disabilities and local volunteers. Each pair is encouraged to meet regularly, every 2 weeks, or more frequently if desired, for at least one year. The idea is to foster a “buddy” relationship between a volunteer and a person with disability. Therefore, the relationship is based on friendship, not rehabilitation or meeting with professionals for therapy. Just regular activities during free time, like watching or playing a sport, watching movies, going to a café, walking, or any other recreational activity they would both enjoy.

By joining Best Buddies, volunteers can become part of a growing movement of people with or without disabilities committed to inclusion and equal opportunity for everyone to have a friend. Socialising in a casual setting is one of the simplest, but often overlooked, solutions to the problem of exclusion, which has affected people with disabilities for many years.

Best Buddies is also a great opportunity to find an accompanying person for mobility projects of participants with intellectual disabilities.

Everyone is welcome to join Best Buddies International. To get involved, contact the coordinators in the USA.

[Here you can watch a video about Best Buddies Poland.](#)

For more information: www.bestbuddies.org

Facebook page of the BB programme in Poland
www.facebook.pl/BestBuddiesPoland



Participant in a Learning Teaching and Training Activity (LTTA) with their accompanying person, an educator, as part of KA2 IDA project

BUREAUCRATIC AND LOGISTIC ARRANGEMENTS

Before starting participant and accompanying person (AP) preparations, your organisation should sort out the final administrative and logistical aspects.

Agreements

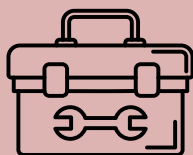
Depending on the type of project (VET, ESC or others), you should form a LEARNING AGREEMENT or VOLUNTEERING AGREEMENT with your participant.



Some templates are provided by the EU Programmes and should be adapted to your specific project:

- [Volunteering Agreement](#)
- [Learning Agreement](#)

As you may see, these formats can be hard to understand, particularly for participants with intellectual disabilities (PWIDs).



To address this, P.R.I.M.E. has created some support documents in an easy-to-read format. These are designed to help participants understand what they are signing:

- [Volunteering Agreement support document in ETR](#)
- [Learning Agreement support document in ETR](#)

The Agreement, in an easy-to-read format, is specifically designed for PWID to understand what they are agreeing to and promotes inclusion and confidence.

NOTE: Both the original and the easy-to-read version must be read and signed.

The easy-to-read document helps participants understand the content of the document. The sending and hosting organisations must fill in the specific information about the project in the original, official document. The easy-to-read version supports the participant to take an active role in the project. This document is also a good tool for describing the practical aspects of the project, such as time management, responsibilities, tasks, etc.

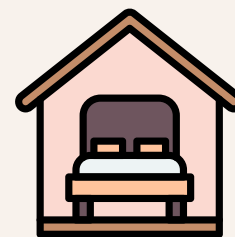
It is vital to establish the Partnership Agreement between all organisations involved.

Remember to include the AP in the agreement with the participant (in the same or a different agreement). For this, refer to Chapter 1.

Accommodation

Accommodation should match the options available by the hosting organisation and the participant's needs.

There are no rules about the type of accommodation, be it a house, apartment, hostel, hotel or any other option available. However, you must stay within the budget, which depends on the duration of the mobility.



Our recommendation would be an apartment. Thus, the mobility can also be an opportunity to develop some daily life skills. In agreement with the family or the educational staff who work with the participant, the AP could support the participant with developing skills like cooking, going to the supermarket, managing money, housekeeping, taking public transport, using digital tools for maps and communicating with family and friends, and more.

Not all organisations have accommodation readily available, especially when hosting short-term mobility projects. Finding accommodation for short-term rentals can be challenging. We advise avoiding hotels, as they can be more expensive, but also to avoid having participants eat every meal at a restaurant.

If your organisation does not have available accommodation, give priority to aparthotels or solutions like Airbnb, which offer short-term apartment rentals.

Some countries also offer hosting families. If agreed upon by the sending and hosting organisations, together with the participant and support network, consider this as another option. Make it very clear before the mobility and, when possible, have a meeting with the host family, so the participant can build familiarity.



Trainees developing autonomy in daily life

Travel Arrangements

The organisation which is the beneficiary of the project should agree, in coordination with the other involved organisations and the participants, on who is responsible for organising the travel arrangements. Regardless of who takes charge of the travel arrangements, remember to keep the participant's needs in mind and the requirements of the hosting organisation.



If you are booking bus, train or flight tickets, be aware of any special assistance required. For example, if the participant needs assistance at the airport, it must be indicated when booking, as these services typically require advance notice.



TIPS: [Travel tips - assistance at the airport](#)
Watch a [video about special assistance at Bologna airport](#).



[Watch Story](#)



Choosing Green Travel Options

When possible, prioritise transportation methods with a lower environmental impact. Trains or shared transport can be eco-friendly options.

If flights are necessary, consider options for carbon offsetting, such as using digital tickets instead of print.

Personal Data Protection

Nowadays, it is important to ensure participants sign a consent form for the use of images and personal data during the project. More importantly, they should fully understand what they are signing.



Although challenging, by following the [guidelines for creating an easy-to-read document](#), you can create a support document for the PWID to understand what they are agreeing to when signing the personal data protection and authorisation document.

For example, you can view the [PR.I.M.E. privacy consent](#) and our [Easy-to-Read version of the consent](#) for the participants with intellectual disabilities who tested and provided feedback on our other Easy-to-Read documents.

Safety and Protection of Participants

It is advisable to prepare and share an '[emergency and safety guide](#)' with participants, ideally in an easy-to-read format, including clear key contacts and procedures.



Furthermore, ensure your participants and their AP have insurance coverage.

Some programmes, such as the European Solidarity Corps, offer insurance coverage for volunteers, but not for AP. Other programmes require organisations to arrange the private insurance coverage.

Do not forget that most EU citizens can apply for the [European Health Insurance Card \(EHIC\)](#), which allows them to receive healthcare in any EU Country.

You may also suggest that both your participants and AP obtain additional travel insurance, such as policies offered by airlines.

PRE-DEPARTURE PREPARATION

Good preparation is essential to reduce moments of crisis, ease anxiety and balance expectations and fears.

There are several tools and methods available to help prepare participants with intellectual disabilities (PWID) for mobility projects.

Here we present some of the best tips and practices identified by PR.I.M.E.

Preparation of the staff involved

As discussed, several figures form part of the participant support network. In addition to the accompanying person (AP), we may find:



- The Project Coordinator – the person responsible for managing the project at an administrative and general level.
- The Mentor – the person in the hosting country who will support the participant in their daily life. This includes local integration, logistic aspects, personal support, and more, together with the AP.
- The Tutor – the person responsible for the participant during their activity placement. This person is directly linked to the tasks and activities the participant will carry out and develop during the mobility.

All these people should be adequately prepared before the mobility begins, and it is helpful to share details about the needs and abilities of the PWID with all these people to give the best support possible.

A wide range of useful resources and materials are available online, like [this manual](#), dedicated to inclusive employment.

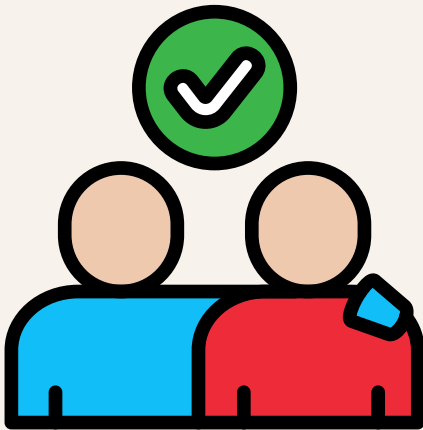
If any of the staff involved are not accustomed to working with PWIDs, you can share the training material on disability made available by the PR.I.M.E. project.

In addition to internal team meetings within your organisation, holding an online meeting between the participant, their family (if applicable), the AP, the sending coordinator, and the hosting organisation (possibly including the coordinator, mentor and tutor) will be beneficial and serve to reduce participant anxiety and start building trust among everyone involved.



In another Erasmus+ programme entitled '**The Search for the Holy Grail**', participants with intellectual disabilities shared some 'Dos and Don'ts' for engaging with this target group. One of the key areas they addressed concerns the relationship between staff and participants. They identified both positive factors that lead to successful cooperation and challenges faced in these relationships. You can find it [here](#), on page 25

Preparation of the Accompanying Person

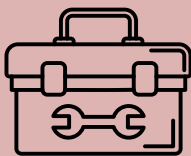


Whether the accompanying person (AP) belongs to the sending organisation or is an external individual, it is advisable to provide them with clear information and, even better, involve them in the organisation process of the mobility.

In particular, the AP should receive:

- information about mobility: including learning goals, activities, financial and insurance aspects, logistical details, and the daily schedule
- information about the participant's specific needs: including disabilities, level of autonomy, medicines, and any other health-related requirements
- information about the participant's personal background: including daily routines, habits, strengths and weaknesses for personal development, areas of interest and hobbies

If possible, organise one or more preparatory meetings with the AP to clarify all tasks and responsibilities.



Whenever organising meetings or preparation sessions with participants, the presence of the accompanying person is crucial; they are a team from the very beginning.

TOOL: [activity you can carry out with your participant and their accompanying person](#)

PREPARATION OF PARTICIPANTS – MEETING

It is very important to prepare your participants before the mobility. This preparation can be carried out ONLINE or IN PERSON.

NOTE: It is crucial to involve the accompanying person (AP) in all preparatory steps with the participant. They are a team!



We recommend organising as many meetings as necessary to prepare your participant and ensure that they feel confident. In addition to the initial interview, you may arrange a meeting with all key actors involved. This may include parents or guardians (where appropriate), and then continue meetings involving the participants and the AP.

If, for any reason, it is not possible to meet the participant in person, an online meeting is a useful alternative. Even if meeting in person, consider organising an online meeting with the hosting organisation and others involved (such as the coordinator, mentor, tutor, other participants, and so on).

During these meetings, there are some important topics to cover and some activities which will help support the participant.

Some topics are:

- The project and the EU programme.
- The hosting context: hosting organisations and services.
- Accommodation.
- Financial aspects: food allowance, pocket money, etc.
- Travel arrangements
- Planned activities and agreement
- Cultural and linguistic preparation
- Fears, expectations, motivations and contributions

The Project, Hosting Context and Logistics

Since participating in a Preparatory Visit, you would have collected photos and videos of the hosting context. These can be used to visually show your participant what to expect from the city, the organisation, the activities, and the accommodation.

You can also research the city online, together with your participant, finding images, available services, local places of interest, and other local attractions.

Using a presentation (PowerPoint, Canva, videos, photos) or through direct online research together with the participant, you can introduce most of the topics listed above.

EXAMPLE OF AN ORGANISATION'S PRESENTATION IN ETR:

PSONI PRESENTATION IN ETR

Cultural and Linguistic Preparation

A new environment, country, language, and culture can be challenging for anyone to understand and adapt to.

You can provide participants with access to the [Online Language Support - OLS](#), however, either you or the accompanying person should support the participant when using this tool. You may prepare your participant through activities that build knowledge and awareness of the new culture and language.

Preparing a small glossary of common words, ideally including associated pictures, can be a useful tool. Try including greetings in the language of the hosting country, the participant's mother language, and English.

For cultural orientation, online research about the city, culture, food, things related to the activity for development and some other topics of interest may be useful for the participant.

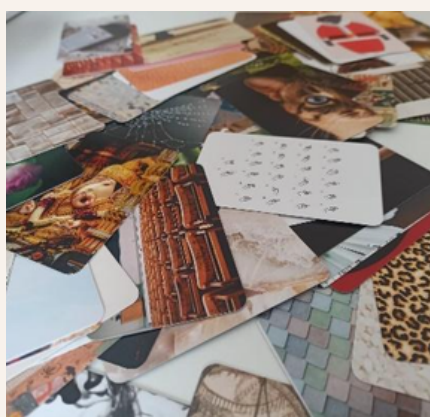


Involve other international participants in the pre-departure preparation. For example, if your participants are going to Spain and your organisation is currently hosting Spanish participants, you could involve them in a cultural presentation and exchange between participants. It can also be beneficial to invite former mobility participants with experience at the same hosting organisation to share their experience and stories with those preparing to depart.

Learning process

The EU programmes (Erasmus+ and ESC) aim to promote education, and all of their Actions are considered as learning opportunities, both formal and non-formal. Raising awareness about the participants' learning and development is one of the most important aspects of the experience. To assess progress, we need to understand the starting point of the participant, before the mobility. This is why the preparation meetings are a good opportunity to check the starting point.

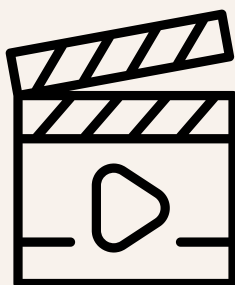
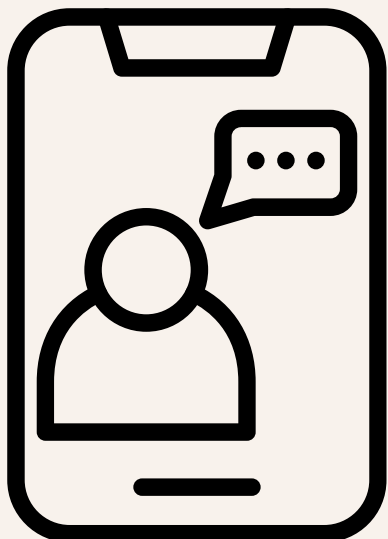
It is good practice to talk to participants and understand their fears, motivations, expectations, and expected contributions before an experience like this, which for some will be their first experience abroad. There are many tools you can use to reflect on the participant's mood; the choice of tool should be tailored to the participant's needs.



Example of an activity about the **participant's feelings**. This activity can be done BEFORE and AFTER the mobility (Chapter 4) [Activity - Feelings before the mobility](#).

Another option is to carry out a **reflection** in a **VIDEO format**, similar to an interview. This can be done before (as preparation), during (as monitoring, see CHAPTER 3), and after the mobility (as evaluation and dissemination, see CHAPTER 4).

Some PWID have difficulty reading. A video presentation is a perfect solution for them to get to know each other. In today's social media-driven society, this format is attractive for promotion.



Videos should:

- Be short
- Include English subtitles for accessibility
- Be spoken by the participant, if possible, especially if they speak English
- May include text translated into English spoken by the staff where necessary

A short **VIDEO INTERVIEW** is also a good tool for evaluating the project. By asking simple questions, we can evaluate what the expectations and fears were before the trip and compare them with what the opinions are after the trip.



Sample Interview Questions:

- What's your name, and where are you from?
- Is this your first flight for an international meeting?
- Are you afraid of something, or how do you feel?
- What are you doing to prepare for the trip?
- What do you need to feel comfortable on the trip?
- What do you expect will happen?

These questions are to be adapted to your project. To support PWIDs, both sending and hosting organisations must understand the participants' needs and abilities. This knowledge is crucial to planning successful and meaningful activities and work during the project. Since PWID have very individual perspectives, it is very important to take this into consideration before their arrival. Even if the activities are planned in detail, it's very important to adapt them to the particular person. A useful tool is to conduct an interview in easy language or easy-to-read. Refer to the chapter about ETR

INTRODUCING participants and the others involved to the hosting organisation can be important for PWID. They can prepare a short presentation of themselves, [like this one](#). Or they can prepare a short VIDEO to present themselves. This can include their name, age, hobbies, interests, what they are excited about and anything else they would like to share with the hosting organisation.



Example: [Video presentation P. Artusi school](#)



When hosting participants from different countries, it is good practice to put them in contact before the mobility, for example, through a **WhatsApp group**, so they can get to know each other a little beforehand. A good activity is to encourage them to send short videos to introduce themselves to each other.

Also, WhatsApp group can be a good tool to establish a connection with participants, accompanying persons, family and organisations before, during and after mobility.



WhatsApp

Furthermore, to understand the **competences**, or better, abilities and skills developed by the participant during the mobility, it is important to compare them to the starting point. There are several activities to assess what they know before the mobility. This can also be used to establish learning goals, by allowing the participant to choose what they would like to develop during the mobility.

Here are some examples:

[Activity - Skills Assessment](#)

[Self-assessment form](#)

[Activity - Expectations and fears](#)

One of the outputs of the PR.I.M.E. project is an Open Educational Resource (OER) in a gamified approach to support staff and participants in recording and acquiring awareness of the competences developed, and help in the learning process. [Check the OER2 here.](#)

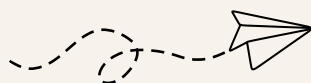
Travel arrangements

The travel arrangements should be agreed upon between the organisations involved and the participants. Regardless of who is responsible for booking the travel, it is important to prepare the participant to travel abroad, which can cause anxiety if this is the first time for them. A guide on 'how to arrive at...' in easy-to-read or easy-to-understand language with photos can be useful. Here is [an example](#).

During the preparatory visit, you can create easy-to-understand instructions for arriving at the host organisation. These instructions can include real photos. This will help the participant imagine the real journey and give them a greater sense of security. [Here is an example.](#)

Anxiety levels can be high for a participant flying for the first time. PR.I.M.E. has produced a tool to support the preparation of the PWID. This OER is a scenario in augmented reality that guides the participant through each step at the airport. [Check the tool here.](#)

While this tool provides a general walkthrough of the common airport experience, sometimes PWIDs may benefit from more concrete information and images. You can find or create videos showing the departure from the airport to show to your participants. Here is an [example of the Bologna airport.](#)



An example from another Erasmus+ project called 'The search for the holy grail'. Within this project, participants with intellectual disabilities highlighted that international travel is an important step towards independent living. Here you can see [Nisse's inspiring video of his first flight from Sweden to Northern Ireland.](#) As part of his preparation, Nisse also had a guided tour of Arlanda airport in Sweden to help him feel more comfortable.

How to pack the luggage is another important point to cover during preparation. You may organise activities such as role play with a real trolley and backpack, asking participants to guess the items which go in each. You may also create [checklists](#) and [some travel tips.](#)

PREPARATION OF PARTICIPANTS – DOCUMENTS

Depending on your participant, written supporting documents for them to check as many times as they need can be helpful. Together with the hosting organisation, you may prepare tailored documents to share with your participants.



IMPORTANT: consider if documents for people with intellectual disabilities (PWID) need to be adapted to easy-to-read (ETR) formats. [More information here.](#)



VET pre-departure meeting



Gosia testing and using PR.I.M.E. easy-to-read volunteer documents

ETR documents are one of the most important aspects of accessibility for PWID. In the PR.I.M.E. project, along with support tools for official programme documents, we have also shared some examples of informal, ETR documents that can inspire you and can be adapted to your project and participants.

Example of a [CHECK LIST](#) in ETR is available [here](#).

Please note that these are examples. They must be adapted and written in the participant's mother tongue.

If [easy-to-read](#) is not feasible, then at the very least, all documents and presentations should be in simple, accessible language which is easy to understand and supported with visual symbols or images to illustrate.

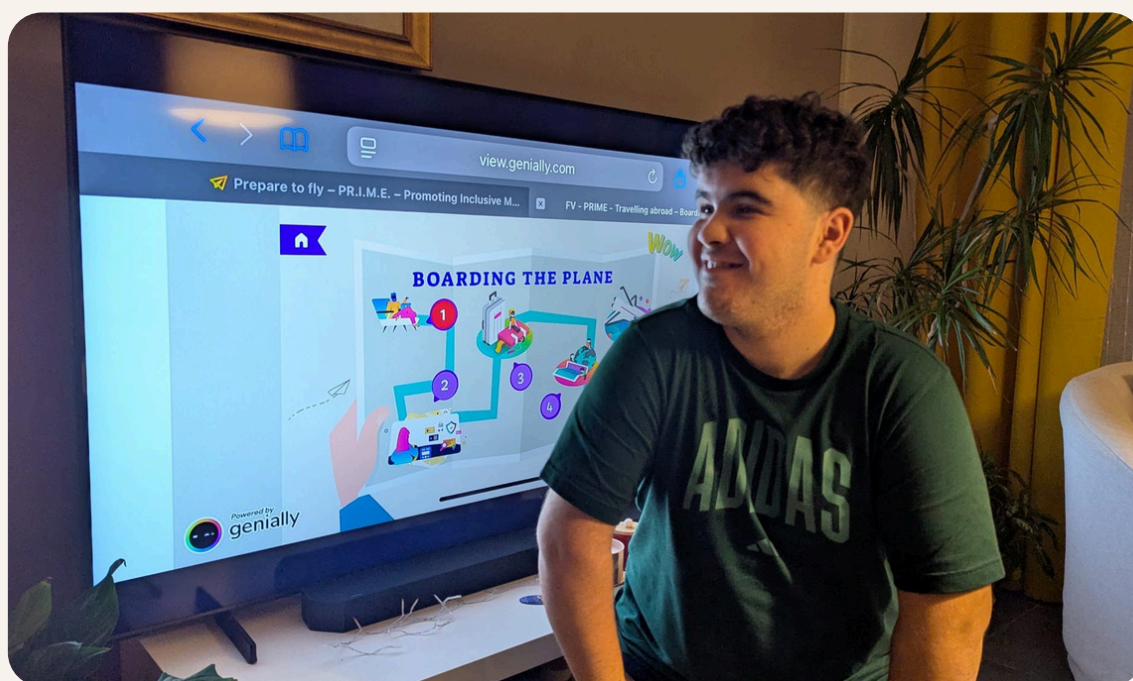
Info Pack



An Info Pack is a document that summarises all aspects of the project. If not in ETR format, at least in clear, simple language in the participant's mother tongue, including visual elements (such as symbols, photos, or icons). This Info Pack should ideally be prepared with the hosting organisation. In it, you can cover the same key topics addressed during the pre-departure preparation meeting.

One of the most important factors for PWIDs is to become familiar with the hosting organisation. An **EASY-TO-READ PRESENTATION OF THE HOSTING ORGANISATION** would be essential. [Here is an example.](#)

Another useful document to prepare is an easy-to-understand presentation of the project.



Mario testing and using PR.I.M.E "Prepare To Fly" tool



In this example, you can find a presentation for a short-term ESC volunteering mobility in Italy. It includes practical information such as the departure time from the home country, baggage guidelines, essential travel items, photos from the town and hosting organisation, and tips on places of interest.

The presentation must include pictures and graphics to help participants with intellectual disabilities understand the text. [Here is the link to the presentation.](#)

In the European Solidarity Corps, the official [ESC InfoKit](#) must be sent to the volunteer before the mobility. It may be the hosting or sending organisation, but normally, the sending or supporting organisation should prepare the volunteer; this includes guaranteeing that they have understood the InfoKit.

PREPARATION: HOW TO BE GREENER

Promoting sustainability and environmental awareness in your projects is always a positive step. Include some activities or tips in the pre-departure preparation of your participants.

Here are some suggestions:



Creating a Green Code of Conduct. Develop a “Green Guide” or “Code of Conduct” for participants, outlining sustainable practices to follow throughout the project. A Good Practice guide was developed in another Erasmus+ Project. [You can find the guide here.](#)



Reducing Single-Use Plastics. Choose reusable or compostable alternatives for food packaging or storage. Encourage participants to bring reusable water bottles, utensils, and containers to minimise plastic waste. For example, when trying the activity on how to pack the luggage, explain that they can bring an empty reusable water bottle, and fill it once they have passed airport security.



Minimising Printed Materials. Limit printed documents by opting for digital formats for invitations, information packs, and agreements whenever possible. If printing is necessary, use recycled paper and print double-sided.



Selecting Eco-Friendly Materials and Supplies. Source materials and supplies that are sustainably produced or made from recycled materials, where possible, especially for participant kits, folders, and other essentials.



Encourage Other Sustainable Habits. Advise participants to shop at local markets, choose organic or locally sourced food, walk when possible or use shared transport, where possible, which is more sustainable.

Another resource is '[The lazy person's guide to save the world](#)', created by the United Nations, for some easy tips.

